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ABSTRACT

Government sponsored projects designed to increase the participation of minority persons and women in educational research and development are outlined in this paper. Each outline includes: (1) the title of the project; (2) the name and address of the project director; (3) the project's duration; (4) the project's funding level; and (5) a brief summary of the project's basic features, educational and training objectives, training approaches, and proposed goals. Projects performed by seven different educational research and development laboratories and centers are described. Seven unsolicited projects are described. Twenty-three projects supported by the grants programs including institutional grants, special project awards and a combination of the two are described. (EB)

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN ADVANCED STUDY AND RESEARCH IN EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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APRIL 1979

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

Dear Colleague:

Under the FY 1978 grants competition, the Experimental Program for Opportunities in Advanced Study and Research in Education funded 23 projects totaling $1.5 million. Although these activities cut across several disciplines, each project focuses on enhancing opportunities in educational research and encouraging the participation of women and minorities as project directors and advanced students.

The abstracts of seven projects funded through a competition held in FY 1977 for the educational R&D laboratories and centers, and abstracts for unsolicited projects funded in FY 1977 and FY 1978 are described.

It is a pleasure to share the abstracts of these projects with our colleagues in the educational research community. In addition to the abstracts, we have included the full address for each project director to permit those interested in specific projects to make inquiries directly to the persons most knowledgeable about them.

We appreciate your interest in the Experimental Program for Opportunities in Advanced Study and Research in Education, and we value your suggestions in helping us carry out this exciting program.

Sincerely,

Gwendolyn C Baker

Gwendolyn C. Baker, Chief
Minorities & Women's Program

INTRODUCTION

The Experimental Program for Opportunities in Advanced Study and Research in Education described in this document responds to a resolution from the statutory policymaking body for the National Institute of Education, the National Council on Educational Research. The NCER Resolution 75-19.6 states that:

> "It shall be the policy of the National Institute of Education to increase the participation of minority persons and women in the research and development efforts of the nation through ensuring that qualified minority firms and individuals and qualified women are given informed opportunity to participate in NIE programs, and through efforts to increase the numbers, qualifications and performance of minority firms and individuals, and women engaged in education R&D."

PURPOSE

The Program is designed to strengthen the quality, relevance, and credibility of educational research through greater inclusion of the contributions and perspectives of members of minority groups and women, who historically have been underrepresented in this field. The main objectives of the program are to:

a. Assist institutions and organizations to establish policies and practices that: (1) enhance participation of minority persons and women in educational research; and (2) overcome barriers to recognition of research contributions, perspectives, and interests of minority persons and women.

b. Assist minority persons and women to participate at an advanced level of educational research and related work.

c. Develop knowledge, information, and designs that are needed to advance the foregoing objectives.

COMPOSITION

The Minorities and Women's Program is described here in three sections. Section I consists of projects funded through a competition held in FY 1977 that are being carried out by seven educational R&D laboratories and centers. Section II consists of unsolicited projects funded in FY 1977 and FY 1978. Section III consists of a two-phase grants program entitled "Experimental Program for Opportunities in Advanced Study and Research in Education." The closing date for the first phase of this grants competition was June 29, 1978, with awards made by September 30, 1978. The second grants competition closed December 1, 1978, and awards from this competition are scheduled for mid-February 1979.

PROGRAM ACTIVITY: FY 1977

SECTION I: Educational R&D Laboratories and Centers (L/Cs)

In FY 1977, the Program launched a $500,000 competition that was limited to the 17 NIE-funded L/Cs. Fifteen L/Cs responded to this solicitation. Internal and external peer reviewers rated and ranked applications, and recommended the projects proposed by seven L/Cs for NIE funding in August 1977. The following paragraphs summarize these seven projects.

Title of Project: Advanced Postdoctoral and Predoctoral Internship for Non-Experimental Quantitative Research in Education

Project Director: Joyce L. Epstein
Research Scientist
Center for Social Organization of Schools (CSOS)
3505 N. Charles Street
Baltimore, MD 21218
301-338-7570

Project Duration: September 1, 1977--August 31, 1978

Funding Level: $58,000

ABSTRACT

Many important research opportunities and program evaluation needs in education require specialized scientific competencies to deal successfully with the natural variations in learning environments. However, the number of settings that provide opportunities for minorities and women to develop these competencies and to contribute to these developments historically has been limited.

This study was designed to increase the national program leadership roles of minorities and women in these areas of educational research through a continuing program of advanced postdoctoral and predoctoral internships. The approach followed emphasized research colleague roles of the internship participants with Center and University social scientists, supplemented by advanced instructional offerings designed specifically from the participants' perspectives. This approach assumed the availability of advanced internship participants with outstanding scientific potential, and was focused on the roles of these participants as active co-workers who could undertake research responsibilities,

rather than passive recipients of training from others. Recent experience at this Center with advanced NIMH training programs strongly suggested that such an approach would appropriately meet the interests of prospective participants and would best capitalize on the advanced methodological and substantive resources available. The proposal for the first year will seek to involve two women or minority postdoctoral and two women or minority predoctoral participants in intensive research experiences through the twelve month periods. The goal is to make this program a continuing element in the Center's activities.

Title of Project: Experimental Project for Increasing Participation of Women and Minorities in Education R&D

Project Director: Sharon Koenigs
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

Project Duration: August 1, 1977--November 30, 1978

Funding Level: $82,960

ABSTRACT

Individuals trained in R&D production, usage, and program management are needed to promote greater linkage of knowledge and products with actual school practices. This project is designed to increase the participation of women and minorities in educational R&D at the management level. CEMREL, Inc., a private, not-for-profit educational laboratory, is training three promising professionals -- a recent doctorate in educational R&D from a university within CEMREL's region, a current CEMREL employee, and an employee of a public education agency within CEMREL's region -- in these activities.

Title of Project: Experimental Project for Increasing Participation of Women and Minorities in Education R&D (Project Impact)

Project Director: Lloyd Bond, Co-Director
Bill Bickel, Co-Director
Learning Research & Development Center (LRDC)
University of Pittsburgh
3938 O'Hara Street
Pittsburgh, PA 15260
(412) 624-4867 or 624-4830

Project Duration: August 15, 1977--August 31, 1979

Funding Level: $89,000

ABSTRACT

Project Impact is designed to: (1) increase the participation of minority individuals in educational R&D; (2) upgrade LRDC's capability to recruit minority individuals and to provide appropriate staff development activities for LRDC minority groups employees; and (3) disseminate the procedures and materials developed as a result of the project in university-based centers like LRDC and in a variety of other settings.

Consideration of the major factors that have contributed to low participation by minorities in educational R&D, of the special capabilities that LRDC -- as a university-based R&D center -- can bring to bear on the problem, and of the process whereby individuals enter and progress in educational R&D has led LRDC to advance four strategies to increase minority participation in R&D:

1. Undergraduate Career Sensitization, which is focused on: increasing the level of interest, skills, and future participation of minority undergraduates in educational R&D and allied fields.

2. Research Assistant Program, which is focused on increasing the R&D skills of minority mid-level professional staff at LRDC and at orienting them to the field of educational R&D and LRDC's place within that field.

3. Graduate Research Assistant Program, which is focused on increasing the number of minority graduate students pursuing advanced degrees in fields related to educational R&D and at providing these students with practical R&D experience to complement formal course work, as well as information about opportunities in educational R&D.

4. R&D in Non-Traditional Settings, which is focused on: (a) developing a capability within LRDC to link the knowledge and expertise of a formal R&D setting with the needs of minority personnel in non-traditional R&D settings; (b) developing a training program for R&D minority personnel; and (c) testing and evaluating this program by training a select number of R&D minority personnel from non-traditional settings.

These strategies include mechanisms to ensure their integration with other LRDC activities, placement and follow-up procedures. Documentation and dissemination project activities will be conducted to assess impacts and to share project findings with other appropriate sites.

Title of Project: Northwest Experimental Project for Increasing Participation of Women and Minorities in Education R&D (KPU)

Project Director: Carolyn Hunter, Co-Director
Jose Romero, Co-Director
R&D Equity Project
Northwest Regional Educational Laboratory (NWREL)
710 S. W. Second Avenue
Portland, Oregon 97204
(503) 248-6800

Project Duration: June 1, 1977--September 30, 1978

Funding Level: $88,000

ABSTRACT

NWREL is proposing a fifteen month project for "Increasing the Participation of Women and Minorities in Education Research and Development", which will emphasize internships and significant job placement for underrepresented groups as well as a national/regional dissemination network.

The project will provide training to a maximum of fifteen (15) interns for differing durations (1-12 mos.) in three types of internships: those which are externally funded (6), those funded through current/planned direct contracts (6), and those funded by this project (3). Areas of training concentration will be in dissemination, evaluation, and related research.

The project will offer regular career and personal counselling to the intern group, and also support their involvement in a university-based seminar that investigates the R&D professions. To complement intern job placement throughout the Laboratory, on-site Lab training will involve the acquisition of leadership skills through short-term staff development workshops, career and personal counselling and participation in Equity Task Force awareness discussions.

A major goal of the project stresses the job placement of women and minorities after the first year of activity. It is anticipated that at least nine interns will be placed in formal jobs within NWREL, while the remaining six will be assisted in gaining employment with other educational agencies involved in research and development. Critically, the initial year's activity with field-institutions will assist in that placement effort.

Another major goal of the project stresses dissemination of training and consultation at the regional and national levels. In the latter area particularly, NWREL will actively work with the Institute and the Lab/Center network to disseminate training and consultation not only to participating institutions and organizations, but focus on providing training model information to those which are not geographically covered by those institutions and organizations.

As a part of its 3-5 Year Plan with NIE, this NWREL project will have significant impact on institutional personnel characteristics by redressing the underrepresentation of women and minorities in management and professional classifications, as well as refining the Lab's regional/national needs sensing network to include "new constituencies" concerns in the institutional programmatic effort. An anticipated catalytic effect expected during this period is the "field" response to employing these underrepresented groups in their researdh and development operations.

Title of Project: RBS Experimental Project to Increase Participation of Minorities and Women in Education R&D

Project Director: Mary V. Brown
Director of Women's Program
Research for Better Schools, Inc. (RBS)
1700 Market Street, Suite 1700
Philadelphia, PA 19103
(215) 561-4100

Project Duration: August 1, 1977--January 31, 1979

Funding Level: $94,000

ABSTRACT

This project seeks to increase the participation of women and minorities in educational R&D through the identification of a new R&D recruitment pool and the design and conduct of a program to provide training in the management of R&D functions (research, development, dissemination, evaluation). The primary target audience is students in their second year of the Wharton MBA program at the University of Pennsylvania. An internship model, plus academic training, addresses the particular needs of women and minorities for leadership role models, a supportive environment, and access to leadership experiences. Project activities are organized in three components: Personnel Development, Institutional Liaison, and Documentation and Dissemination.

The Personnel Development Component (PDC) comprises the Wharton program, which offers a strong theoretical background in organizational behavior and development, and an RBS internship, which provides opportunities for the application of that theoretical knowledge in an operating educational R&D organization. The internship activities are organized in three-month modules sequenced over a fifteen-month period. Each participant is to complete the first module (orientation to a representative educational R&D organization and comprehensive needs assessment) and at least two experience modules (individualized assignments based on a negotiated contract). Provisions for supervision, assessment, and feedback include: contract performance reviews, informal consultations, participant logs, biweekly seminars, and the use of "mentors."

The Institutional Liaison Component (ILC) coordinates the communications and resources of RBS and Wharton. Recruitment and selection are a joint effort of the RBS project staff and a Wharton liaison. Specific criteria and procedures are used to guide the recruitment process, with selection determined through credential screening and

personal interview. Placement in PDC activities is based on assessment of needs and preferences. Communication is being established with prospective employers representing a wide range of R&D agencies. The project is coordinated with the RBS five-year planning effort and uses a common training approach.

The Documentation and Dissemination Component (DDC) is focused on the personnel development needs of women and minorities and the activities of the other two project components. Information collected on the project components -- i.e., management competencies needed by women and minorities in current and future educational R&D, recruitment-selection-placement procedures employed, specifications for personnel development activities, contract assignment-negotiation processes used, supervision-assessment-feedback processes used, and communication methods employed -- will be disseminated through a project report series and case study.

Title of Project: SEDL Individualized Internship Program

Project Director: Dr. Norvell Northcutt
Southwest Educational Development Laboratory (SEDL)
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

Project Duration: August 15, 1977--April 14, 1979

Funding Level: $88,000

ABSTRACT

Lack of sufficient credentialing, the need for a knowledge base on both the technical and systemic aspects of educational R&D, and increased competition for managerial and executive positions are viewed as primary contributors to the underrepresentation of women and minorities in leadership positions within educational R&D. The SEDL project involves an individualized internship for those nearing completion of a doctoral degree in an area related to educational R&D who have career aspirations in that area.

Institutional liaison activities (recruitment, selection, and placement of intern; selection and coordination with client institutions; follow-up of interns) are being carried out by an Internship Coordinator working with a SEDL Advisory Committee. Individualized personnel development activities (development of a diagnostic profile for each intern and pursuit of internship goals -- academic achievement, development of a technical and systemic knowledge base in educational R&D; work experience in R&D setting -- are being supervised by the Internship Coordinator working with each intern and his/her academic and work experience supervisors. Documentation and dissemination activities will include a narrative of project activities, as well as documentation of internship progress and further elaboration of both the original problem conceptualization and internship model for potential use in other settings.

Title of Project: Increasing Leadership/Management Opportunities for Women and Minorities in RDD&I

Project Director: Matilda Butler
Far West Laboratory (FWL)
1855 Falsom Street
San Francisco, CA 94103
(415) 565-3000

Project Duration: June 1, 1978--November 30, 1979

Funding Level: $51,589

ABSTRACT

To overcome the barriers to full participation of women and minorities in educational R&D, the FWL is developing a training program focused on increasing leadership/management opportunities in this area. The FWL program is built around nine objectives:

1. Provide effective leadership in the development of the women's and minorities' leadership/management training project.

2. Continue the representation of women and minorities at the decision-making level of the program by regularly convening its policy committee.

3. Continue use of the advisor system and provide appropriate orientation for advisors as the program expands.

4. Continue the development of leadership/management skills of current interns and expand the program to include additional interns.

5. Initiate the development of program information, methods, and strategies necessary for program implementation.

6. Provide communication opportunities for interns to share experiences and skills with other interns; keep FWL managers informed of program; maintain communication with other relevant programs.

7. Document program procedures, policies, meetings, and intern experiences and outcomes so that effective processes and procedures can be utilized and replicated.

8. Decide on readiness of program components for dissemination.

9. Explore procedures for expanding program to include women and minorities from other educational agencies.

SECTION II: Unsolicited Projects

In addition to those projects sponsored by the Laboratories and Centers, the Institute funded seven unsolicited projects related to the advancement of minorities and women in educational R&D during FY 1977 and FY 1978. These seven projects, all of which derived from an unsolicited proposal competition, total almost $200,000.

Title of Project: Expanding the Role of Minority Women in Education Research and Development: A Futures Conference

Project Director: Dr. Philip L. Rosford
Association for Supervision & Curriculum Development (ASCD) & the New Mexico State University
P.O. Box 3AE
Las Cruces, New Mexico 88003
(505) 646-2939

Project Duration: October 30, 1977--January 31, 1978

Funding Level: $16,125

ABSTRACT

The ASCD and the New Mexico State University sponsored a "futures" conference on expanding the role and number of minority women involved in educational R&D. The conference involved the outgoing president of ASCD (with assistance from the incoming president), project staff at New Mexico State University, and eight women consultants prominent in educational R&D, seven of whom are members of minority groups.

As a result of the conference, a "futures scenario" was produced describing an expended role for minority women within a context of expanded participation by women generally. Specific attention was given to necessary shifts in emphasis in higher education programs, the need for increased research experience by minority women in graduate training and at postdoctoral levels, sources of recruitment for highly able minority women, subject matter areas and sub-fields most likely to provide additional employment opportunities, and means of dealing with institutional attitudes that tend to restrict the preparation and employment of minority women in this field.

This result of this project will be reported widely in ASCD publications.

Title of Project: Extended Evaluation Training Workshops for Women

Project Director: Michael Scriven
Barbara Davis, Co-Investigator
Jane Roth, Co-Investigator
University of San Francisco
School of Education
San Francisco, California 94117
(415) 663-1511

Project Duration: September 30, 1977--June 30, 1979

Funding Level: $15,320

ABSTRACT

The Universtiy of San Francisco School of Education in their proposal "Extended Evaluation Training Workshop" for Women developed an evaluation training model using a comprehensive set of Course materials originally developed with USOE funding. The proposal emphasizes four special features: 1) Staff which consists of Michael Scriven (Director), originator of various ideas in evaluation; Jane Roth and Barbara Davis (Assoc., Directors), experts in the field of evaluation and; Eva Baker and Mary Anne Warren (Lecturers), representing the Administrative side of the evaluation field and Women Studies, respectively. The other three special features include: 2) Materials, 3) Curriculum, and 4) Extension Service.

The workshop consisted of two days that emphasized curriculum and materials. Case studies, job-related group topics, visiting lecturers and discussion, and other more advanced topics on needs assessment and cost analysis were made available. Ample materials were provided for each topic. An Extension Service component provides for feedback for participants.

A final evaluation section was included as a necessary part of the overall effort. A detailed report and a set of recommendations for a packaged transportable workshop will be developed. Once developed this workshop can be conducted throughout the country and can be utilized and tailored by and for minority groups.

Title of Project: Feasibility Study for Internship Program in Educational Research Directed Toward Women and Minorities

Project Director: Dorothy Jackson
Higher Education Research Systems (HERS), Mid-Atlantic
4020 Chestnut Street
Philadelphia, PA 19174
(215) 243-5426

Project Duration: September 30, 1977--September 29, 1978

Funding Level: $19,194

ABSTRACT

The HERS Mid-Atlantic project involved the development of a feasibility study designed to lead to the demonstration of a first-quality internship program in educational research for at least five years. The three primary goals of this effort included: (1) bringing new research talent into the mainstream of educational research by giving interns one year of experience on a continuing research project with a senior researcher; (2) establishing ties for the interns with the existing network of educational research staff, funding agencies, etc.; and (3) establishing ties among the interns to form a new network of educational research specialists with specific shared interests.

In this end, the study identified characteristics of internship programs that would be most responsive to the needs of the target group, existing programs that address some or all of these needs, and a pool of women and minority candidates from which interns could be recruited and screened for the demonstration internship program. In so doing, HERS Mid-Atlantic matched current conceptions of the internship program with the charactersitics of such programs as desired by the target audience and with similar programs that have been successful in training and placing women and minorities. The operation of existing programs was also examined to see where difficulties had been encountered and where failures had occurred.

Title of Project: Minority Educators Research Skill Refinement Training Session

Project Director: Dr. Ronald Braithwaite
American Educational Research Association Special Interest Group: Research Focus on Black Education
Hampton Institute
Hampton, VA 23668
(804) 727-5706

Project Duration: September 30, 1977--June 15, 1978

Funding Level: $10,315

ABSTRACT

This project involved the design of a short-term training program to develop/refine the quantitative skills of minority educators. Dr. Ronald Braithwaite of Hampton Institute, Dr. Betty Morrison of the University of Michigan, and Dr. Barbara Williams of E.H. White and Co. Program participants included some 40 minority educators, in their first year of a masters or doctoral program, from 27 institutions of higher education identified in the NIE report Participation of Women and Minority Sub-Groups in Research-Related Activities in the Field of Education.

The training program took place two days prior to the 1978 American Education Research Association (AERA) Annual Meeting in Toronto, Canada.

Title of Project: Development of an Issues Paper on Participation of Minority Firms in the Production and Utilization of Knowledge to Improve Education

Project Director: Dr. Merion E. Solomon
TEAM Associates, Inc.
1522 K. Street N.W., Suite 900
Washington, D.C. 20005
(202) 785-4966

Project Duration: August 15, 1977--December 31, 1977

Funding Level: $9,600

ABSTRACT

TEAM Associates, Inc., prepared an analysis of information and issues regarding the participation of minority firms in education research and related work. TEAM'S analysis included the establishment of a data base for the NIE identifying minority businesses concerned with R&D educational activities.

The final project report contains descriptive information on the number, location, and relevant characteristics of minority firms experienced in performing educational R&D, including: (1) descriptive information on these firms; (2) a discussion of problems identified by the firms regarding participation in educational R&D; (3) the identification and discussion of the key issues involved in formulating policies and guidelines for increasing and strengthening the participation of minority firms in educational R&D; and (4) a list of identified SBA 8(a) firms with experience in this area.

Title of Project: ASPIRA Research Task Force on Education

Project Director: Mario A. Anglada
ASPIRA of America, Inc.
East 54th Street
New York, New York 10022
(212) 688-7414

Project Duration: February 1, 1978--January 31, 1979

Funding Level: $40,000

ABSTRACT

The project involves development of an effective mechanism to define, plan, and coordinate a comprehensive research program focused on "the educational achievements and problems of Puerto Ricans and other Hispanic students." The activities involved in this development effort include: (1) research on and synthesis of existing information concerning the Puerto Rican student population; (2) proposals of appropriate methodology on educational research issues not yet considered by existing studies; (3) development of recommendations to be critiqued by other experts in the field of educational research; and (4) final recommendations and outcomes in the form of a master plan to be used in furthering these efforts in the Puerto Rican educational research community.

Title of Project: Research and Demonstration of Nontraditional Approaches to the Preparation of Minorities and Women for Careers in Educational R&D

Project Director: Marilyn Gittell
C&O Research Foundation
Graduate School of University Center
City University of New York
32 West 42nd Street, Room 1414
New York, New York 10036
(212) 221-8774

Project Duration: June 1, 1978--June 30, 1980

Funding Level: $80,000

ABSTRACT

This project, developed in conjunction with the Citizens' Participation in Educational Decisionmaking Study, is designed to provide data on the feasibility of nontraditional training programs for increasing the number of minorities and women in research and developmnet. The project has two major components: a demonstration component and a program development component.

The demonstration component will support 22 minorities and women, who would otherwise not be able to attend universities and colleges, in a university community research degree-granting program. A faculty advisor will be assigned to a group of students in each of the three cities engaged in the study. The faculty advisor will assist in developing a program and facilitate the special needs of these students. The program development component, a team of highly specialized consultants with expertise in various areas, will develop a core curriculum in community research oriented toward the social sciences, with emphasis on research methodology that can be offered to community researchers around the country.

The overall purpose of the project is to involve community researchers in credentialing university programs and build on their practical research experience. Expected project outcomes include:

1. Formal credentialing of the researchers involved in the community organizations study.

2. Development of a model related to the use of non-credentialed minority and women researchers in government research projects and their inclusion in formal education programs.

3. Development of curriculum materials and an education package that will provide the basis for a core curriculum and program in community research which can be adopted by universities.

4. Increased recognition on the part of educational institutions of their commitment to their surrounding communities, including a commitment to train community people in research skills.

SECTION III: Grants Program

The grants program supports a variety of projects to create opportunities for advanced study and research on significant problems in the field of education, emphasizing opportunities for minority persons and women. Special priority is given to projects aimed at demonstrating ways of enhancing participation in educational research by minority persons and women who already have acquired pertinent expertise or experience but who are underutilized or not regularly employed in such work. Primary target populations include, for example, minority persons and women who are: (1) in professional positions where other responsibilities have prevented the development of research skills; (2) in research positions that do not permit full use of their expertise and capabilities; or (3) outside the regular education and educational research work force.

Grant awards are of three types:

- Institutional Grants are provided for projects that focus on opportunities for individuals to engage in advanced study and/or research for periods of from a few months up to a maximum of three years. Institutional Grant Projects must also demonstrate how changes that enhance participation of minority persons and women can become an ongoing part of the applicant institution.

- Special Project awards provide support for short-term activities such as workshops, short-courses, and seminars that focus on specific barriers to participation in educational research, such as limitations on access to information and on acceptance of certain research topics and methods. Special Projects may be funded for up to three years, with multi-year support provided for projects that offer a sequence of short-term activities for a single group of participants or for additional persons each year.

- A combination of Institutional Grants and Special Projects.

Some 213 proposals were received in response to the FY 1978 grants competition. These proposals were reviewed in a two-phase process during July 1978 by 80 reviewers, including representatives from minority groups and women, as well as NIE staff. The initial review narrowed the composition to the top 50 proposals in the combined three areas. In the second review, these 50 proposals were ranked, and recommendations were made regarding final awards. Grant awards for the 23 projects eventually selected for funding -- which are described in this section -- were made in September 1978. As noted earlier, a second grants competition closed December 1, 1978, and awards are scheduled for mid-February 1979.

Title of Project: Expanding Opportunities for Minorities and Women in Educational Research and Development: The Mentor/Fellow Model

Project Director: Edmund Gordon
Columbia University Teachers' College
Institute for Urban & Minority Education
525 W. Roth Street
New York, NY 10027
(212) 678-3782

Funding Level: $76,000

ABSTRACT

This project will recruit and place four to eight minorities and women with mentors -- leading scholars who are actively part of the R&D network -- to work together for a two-year period. This match between fellows and mentors is intended to accomplish the following for each fellow:

1. Advance discipline-based knowledge, technical research competence, and network coping skills.

2. Introduce career opportunities.

3. Increase network contacts.

4. Facilitate the development and publication of at least three papers.

5. Assist in designing a program of research on a particular problem area.

6. Develop collaborative or complementary investigative relationships with scolars working in related fields.

7. Re-establish them in their prior positions or be placed in a new one in ways that will permit them to continue their scholarly work.

Title of Project: Research Skills Development Institute: A Special Project

Project Director: Doris Wilkinson
American Sociological Association
1722 N Street, N.W.
Washington, D.C.
(202) 833-3410

Funding Level: $45,000

ABSTRACT

This Research Skills Development Institute, under the auspices of the American Sociological Association, is an experimental program focused on enhancing the participation of minority and women scholars in educational and social science research, with an emphasis on providing professional opportunities for those whose talents have been underutilized. General objectives of the Institute include providing participants with: basic skills in the understanding and application of research techniques to problems in education; ways to collect, present, and interpret statistical data on educational issues; a knowledge of the tools available; and the mechanics of research design and table, chart, and graph construction for analysis of educational data.

This project, which will be carried out over one summer at Morgan State University, will consist of workshops, study sessions, informal meetings with visiting scholars, lecture presentations, and practicums on basic research, statistical techniques, and computer applications. Areas of emphasis will include: the nature of the research process; utility of educational research; research design strategies; correlational analysis and problems of causation; and educational research perspectives of minority and women professionals.

Title of Project: Navajo Philosophy of Education: Its Traditional Sources and the Contemporary Regional and National Contexts

Project Director: Dillon Platero
Dine Biolta Association
University of New Mexico
Onate Hall, Room 228
Albuquerque, New Mexico 87131
(505) 277-4740

Funding Level: $45,000

ABSTRACT

Over many centuries, a uniquely Navajo philosophy of education has been developed. However, this philosophy has never been fully articulated or critically analyzed.

In this project, Dine Biolta Association -- a Navajo educational association -- will prepare a descriptive analysis of Navajo educational philosophy, as well as including data obtained in previous research projects on Navajo education, comparative analysis of the philosophies intrinsic to the educational programs administered on the Navajo Reservation by Federal, state, tribal, mission, and other organizations. Navajo professionals and pre-professionals in education will be given rigorous training by established researchers to assure the conduct of the research at a high level of competence and to develop professional research skills that will remain within the pool of expertise of the Navajo people.

To achieve wide public participation in this effort, as well as public visibility of the research results, a series of seminars will be conducted among the Navajo people. Final results will be written specifically for direct input into the policy deliberations of The Navajo Tribe, the Federal Bureau of Indian Affairs, the Bureaus of Indian Affairs in Arizona, New Mexico, and Utah, and other appropriate agencies.

Title of Project: A Multipurpose Model to Increase Equal Participation in Educational Research

Project Director: Lily Bergsma
New Mexico State University
Educational Research Center
Box 3R
Las Cruses, New Mexico 88003
(506) 646-2513

Funding Level: $100,000

ABSTRACT

This project is focused on implementing the recommendations from a series of reports sponsored by NIE since 1976 to increase the participation of minority persons and women in educational R&D. The program utilizes a multipurpose and multilevel model that has three interrelated components.

The core component involves a research sequence of five courses, with emphasis on nontraditional, action-oriented research methods to close the gap between basic research and educational practitioners and to facilitate the development of cultural sensitivity in research.

The second component involves a post-doctoral fellowship program that will provide an opportunity for five qualified doctorates from diversified academic fields to carry out advanced basic and action research on educational equity. Faculty supervision of the fellows' research studies will build the needed mentor sponsorships to facilitate fellows' national conference exposure and obtain positions of responsibility in R&D after the training. The fellows, in turn, will provide lab assistance for the proposed research sequence and role models for other educational students.

The third component is a one-year research internship training program for four minority and woman educators nominated from local school systems. The trainees will retain their jobs with pay for the year of training; most will also pursue an additional year of study to complete their doctorates under another proposal that is currently being formulated. The College of Education will nominate five graduate students to become teaching interns in the public school systems, and they will receive graduate credits for their internships.

Title of Project: Ethnoperspectives in Bilingual Education Research

Project Director: Raymond V. Padilla
Eastern Michigan University
106 Ford Hall
Ypsilanti, Michigan 48197
(313) 487-1035

Funding Level: $54,790

ABSTRACT

This project is designed to increase the participation of minorities (especially Latinos) and women in advanced education research. Mentor and target researchers will participate in two three-day learning forum on bilingual education and public policy in the United States. The first forum, an interactive forum, will involve communicating state-of-knowledge information to the participants by experts in specific areas of bilingual education research. The second forum, an ethnoperspectives forum, will be devoted to the development, articulation, and analysis of ethnoperspectives within the specific areas of bilingual education research covered during the interactive forum.

The special project is expected to have an impact on three distinct groups: (1) a focal group of participants (12 mentor researchers and 12 minority researchers) funded under the project; (2) a second group of forum participants who will cover their own expenses; and (3) a third group who will not participate directly in the forum but who will have access to materials produced through the project.

Title of Project: Advanced and Specialized Study in Educational Research Techniques

Project Director: Ricardo Cornejo
Ana Maria Rodriquez
San Diego State University
School of Education
5300 Campanile Drive
San Diego, CA 92182
(714) 286-5155

Funding Level: $100,000

ABSTRACT

This experimental project is intended to train faculty researchers in advanced educational research methodologies and provide district professionals with the skills needed to conduct quality educational research. The training program for faculty researchers will involve a series of special projects symposiums led by well-known researchers in education and other disciplines. Training for practitioner participants will consist of intensive study and instruction from faculty mentors.

Given that this effort is an experimental and demonstration program, its findings will be widely disseminated to the research and education communities at large through faculty and intern research reports, articles, position papers, occasional papers, and conference presentations, as well as project reports. Both external and internal evaluations of the project, to permit input and modification of the program as needed, will be made.

Title of Project: Project for Minorities and Women in Research

Project Director: Teresa H. Escobedo
University of Texas
Dept. of Curriculum and Instruction
EDB 406
Austin, Texas 78712
(512) 471-4080

Funding Level: $99,015

ABSTRACT

This experimental project is designed to bring together predoctoral and postdoctoral minority persons and women in educational research to work on research questions in a cooperative effort. The project is intended to be a replicable model that includes methods and practices to allow participants to improve needed skills, engage in research and publications, and interact with potential mentors and role models from relevant scholarly fields, thereby developing informal communications that will give them access to information related to opportunities and developments in the area of educational research. Specifically, the project will provide:

1. Stipends for four postdoctoral participants and eight predoctoral participants.

2. Special activities such as monthly seminars conducted by the postdoctoral participants and established scholars in relevant fields.

3. Special learning sessions (five per year) conducted by nationally recognized researchers.

4. Opportunities to engage in team and individual research projects.

5. Access to support services such as statistical consultant services, computer time, library resources, etc.

6. Opportunities to publish research findings generated by the project activities.

Title of Project: Women in Medical Academia Model: A National Experiment in Planned Change

Project Director: Marlys H. Witte
American Medical Women's Association
Professional Resource Research Center
2303 E. Speedway, Suite 206-A
Tucson, Arizona 85719
(602) 795-2677

Funding Level: $75,000

ABSTRACT

Through a broad, multifaceted national program to increase participation and recognition of women -- including minorities -- in medical education,, the Professional Resources Research Center of the American Medical Women's Association will act as a "grassroots change agency" to initiate, coordinate, sustain, measure, and disseminate carefully planned educational reform.

Opportunities for postdoctoral advanced "in-service" study and research will be coordinated through: (1) a variety of advanced educational research training internships and preceptorships; (2) a comprehensive installation program on the "role" of the educational research specialists at the home institution; (3) workshops on educational equity tailored to medical school administrators and minority women in medical academia; and (4) practical hand-on experience through AMWA's accredited Continuing Medical Education offerings.

These training modules and experiences will emphasize: (1) early and sustained contact with women role model-mentors in educational research and related fields, as well as growth and development of the trainee as a role model and trainer; (2) acceptance of the role by the institution; (3) encouragement of local problem solving; and (4) creation of a formal and informal professional support network. An annual project newsletter will serve to raise awareness of women in medical academia, provide them with valuable resources, highlight outstanding educational and research accomplishments of medical women and exemplary institutional training and employment programs for women, and strengthen support networks.

Title of Project: Institute for Advanced Research Training: Focused on Women and Minorities.

Project Director: James B. Gunnell
Virginia Union University
1500 N. Lombardy Street
Richmond, VA 23220
(804) 359-9331

Funding Level: $100,000

ABSTRACT

This project is intended to: (1) stimulate increased participation of minorities and women in educational research through short-term workshops and seminars; and (2) enable persons with minimal advanced experience in research to design, develop, and disseminate significant research studies unique to their home colleges/universities.

The training to be provided has three major components:

1. The design and development of procedures for the collection and dissemination of educational research information and findings.

2. An Advanced Research Training component, designed to provide opportunities (resources and facilities) for postdoctoral or experienced professionals to engage in full-time research.

3. An Intermediate Research Training component, designed to assist predoctoral and/or less experienced researchers in the development of research skills.

Title of Project: Post-Doctoral Training to Develop New Opportunities in Educational Research for Women and Minorities

Project Director: Arlene Kaplan Daniels
Northwestern University
Program on Women
Department of Sociology
633 Clark Street
Evanston, Illinois 60201
(312) 492-7360

Funding Level: $93,930

ABSTRACT

This project is intended to develop a prototype for training educational opportunity researchers and facilitating their entry into the profession. As part of the project, nine-month postdoctoral fellowships will be provided to four women and minority fellows. Specific training and research projects will consider issues in institutional racism, sexism, and agism through examination of formal and informal barriers to opportunities in higher education in the Chicago area.

The project will offer special research practicums in qualitative and quantitative research methods and analysis of existing data. Each fellow will then apply these skills in the development and implementation of a research project focusing on education for women and minorities. The directors and staff serve as role models and mentors, as well as instructors. The fellows will also act as models -- for those they study as well as for others who aspire similar careers. As fellows develop research experience in the field, they will also receive instruction on the techniques of writing for publication for various audiences and the techniques of grant proposal writing. Fellows will also be provided with support in presenting their research findings at professional meetings, publishing articles, and gaining access to professional networks. Ongoing evaluation of the program will be conducted to assess and develop the program in response to emergent issues.

Title of Project: Independent Educational Studies Report

Project Director: Marion Kilson
Radcliffe College
3 James Street
Cambridge, Massachusetts 02138
(617) 495-8212

Funding Level: $32,806

ABSTRACT

The Independent Educational Studies Project is designed to assist well-qualified faculty members, and particularly women and minority persons, from small teaching colleges and universities to participate in postdoctoral educational research. By enabling these persons to work on important educational research topics under the guidance of recognized educational researchers, the Institute for Independent Study seeks to enrich educational research through the participation of women and minority researchers and to enhance both the scholars' career development and the quality of education at their home institutions.

During full-time appointments at the Institute for Independent Study, project participants will prepare publishable studies on educational research topics, with priority being given to studies on minorities' and women's issues. These project participants will be selected from a national applicant pool on the basis of: (1) the promise of the proposed study to contribute significantly to educational research; (2) the methodological quality of the research proposal; (3) the probability that a publishable study will be completed by the end of the appointment; and (4) the potential of the applicant to undertake creative and continuing independent research.

Radcliffe College will ensure that a substantial number of participants are minorities and women. Further, through such mechanisms as discussions with study consultants, colloquium presentations, educational research seminar participation, and working paper and monograph dissemination, Radcliffe will seek to ensure that participants have opportunities to enhance their educational research skills, receive professional counsel, and participate in collegial networks.

Title of Project: NAED Educational Research Management Workshops

Project Director: John May
National Academy of Education
11 Dupont Circle #130
Washington, D.C. 20036
(202) 232-7600

Funding Level: $45,000

ABSTRACT

In this project, the National Academy of Education will conduct two Washington-based, two-week workshops to train educational researchers in colleges, universities, and not-for-profit institutions in the effective management of research grants and programs. Twenty participants, a majority of whom will be women and minority group members, will be selected for each workshop from nationwide applications.

The workshops will include intensive seminars -- containing lectures, discussions, and simulation exercises -- regarding:

1. Research conceptualization and design.
2. Research methodology.
3. Proposal preparation.
4. Budget creation and presentation.
5. Contract negotiation.
6. Project management.
7. Tracking job costs and job process.
8. Special areas, such as human relations problems and computer technology.
9. Report writing, editing, printing, and dissemination.
10. Project closing.

Instruction will be provided by experts in research and research management. An integral part of each workshop will be presentations by and participation of prominent National Academy of Education members, who will serve as mentor-models.

Title of Project: Project Growth: Personal and Professional Experiences for Emerging Leaders in Educational Research

Project Director: Thomas Diener
Otis Holloway Owens
University of Alabama
University for Higher Education Research & Services
P.O. Box 6293
University, Alabama 35486
(205) 348-7770

Funding Level: $75,000

ABSTRACT

This project involved initiation of a developmental research program for women and members of minority groups designed to: (1) increase the participation of women and minorities in educational research; and (2) provide opportunities for project participants to contribute meaningfully to educational research. The project has four specific objectives:

1. To provide learning and training activities by which project participants can develop the personal and professional skills required to make meaningful contributions to the field of educational research.

2. To integrate project scholars into effective networking systems by which they can gain exposure and develop resources and personal contacts.

3. To facilitate undertaking research that reflects the individual perspectives and interests of participants.

4. To disseminate widely both the project design and resulting research.

Title of Project: Training Urban Educators for Linking Agent Roles

Project Director: Carol Johnson
Thel Kocher
The EXCHANGE
Minneapolis Public Schools/University of Minnesota
Teacher Center
166 Peik Hall
Minneapolis, Minnesota 55455
(612) 376-5297

Funding Level: $45,000

ABSTRACT

This will train women and minorities from middle management levels in five urban school districts to function as Linking Agents. This training will help prepare them to assist their districts in identifying and selecting educational research and development outcomes to meet local needs and resources. Through the utilization of tested R&D outcomes, the districts will be able to provide a better and more cost-effective education for children. The project will also provide needed research on effective methods of providing such training.

Title of Project: Advanced Study and Research in Science Education for Women Faculty at Minority Institutions

Project Director: Jane Butler Kahle
Purdue University
Department of Education
West Lafayette, Indiana 47907
(317) 494-1721

Funding Level: $43,765

ABSTRACT

This project will examine factors that affect the scholarly research and publication productivity of women faculty at minority institutions. The target population is women in science education from the colleges that compose the Alabama Center for Higher Education. The project is designed to assist these women through the total research and dissemination process by their participation in two summer workshops at Purdue University and by their conducting and reporting on a research project on their home campuses.

The specific objectives of the project are to:

1. Implement rigorous standards for educational research by upgrading the research and writing skills of project participants.

2. Provide professional sponsorship, mentorship, and collaborative arrangements between women faculty at minority institutions and experienced women researchers.

3. Enhance opportunities for dissemination and publication.

4. Establish a supportive network between two different types of institutions and increase the awareness in each of the problems of women, especially minority women, in academia.

Title of Project: Research Development Workshops for Faculty Members from Predominantly Black Colleges

Project Director: Lawrence Gary
Institute for Urban Affairs and Research
Howard University
2935 Upton Street, N.W.
Washington, D.C. 20008
(202) 686-6744

Funding Level: $75,000

ABSTRACT

This project will establish a series of research and evaluation workshops dealing with the needs of faculty members from predominantly Black colleges and universities. Specifically, the project will: (1) recruit and select five faculty members to participate in the program; (2) expose the participants to leading scholars and researchers in the social and behavioral sciences; (3) improve the research and evaluate skills of the participants; (4) develop more favorable attitudes toward and knowledge of careers in research; (5) provide the participants with the opportunity to work on ongoing research projects; (6) assist the participants in developing innovative materials for teaching research courses; (7) introduce and expose participants to funding sources for their research interests; (8) provide technical assistance to participants; and (9) continue the tradition of the university in linking its resources to current needs of the Black community.

The program will consist of three courses: (1) Models and Methods of Social Behavioral Science Research (four weeks); (2) Computer Utilization in Social and Behavioral Science Research (two weeks); (3) and Grantsmanship (two weeks). There will be a practicum that will involve working on active research projects in the Institute; visiting and consulting with Federal agencies, research institutes, and data sources in the Washington area; and developing curriculum materials for research courses. Finally, technical assistance will be provided to participants after they have completed the program.

Title of Project: Project Growth: An Experimental Project for Increasing Participation of Women and Minorities in Education R&D

Project Director: Salvador Ramirez
Peter de Garmo
Colegio Cesar Chavez
1000 Main Street
Mount Angel, Oregon 97362
(503) 845-2234

Funding Level: $48, 488

ABSTRACT

This project will address the problem of underrepresentation and underutilization of Chicanos in higher education and educational R&D organizations.

Through the alternative educational program of Colegio Cesar Chavez, a series of workshops and seminars will be developed focused on research methodologies and Chicano community issues, thus joining two often disparate areas. Project participants -- Colegio staff, consultants, alumni, community persons, and intern role models -- will establish a network for developing and disseminating research methodologies and increasing participants skills. Attainment of these skills will, in turn, enhance the chances of success at the graduate program level and begin to address the fundamental issue of the underrepresentation of Chicanos in educational research and development.

Specific activities participants will be involved in include: (1) work on program development and planning (R&D capacity building curriculum for the college); (2) development of a network schema to encourage post-doctoral activity through external adjunct faculty participation and (3) a series of workshops and seminars focusing on research methodology and Chicano community issues. Data derived from the presentations and discussions of materials at the workshops will provide the basis for a data bank of highly skilled individuals and a data base for the planning and development of a comprehensive program for increasing Chicano participation in educational research.

Title of Project: Joint Hampton Institute and University of Michigan Program for Training Minority and Women Researchers

Project Director: Betty Mae Morrison
Wilbert J. McKeachie
University of Michigan
School of Education
4218 School of Education Building
Ann Arbor, Michigan 48109
(313) 764-8435

Funding Level: $140,728

ABSTRACT

Although faculty members at Black colleges receive doctoral training for research, they often are not as productive in this area as they might be owing to the lack of opportunities to develop the new skills needed in rapidly changing areas of research. This program is designed to provide research training and collaborative support for nine members of the Hampton Institute faculty, three junior members of the University of Michigan faculty, and three Michigan graduate students. Each participant will be a member of a research team that will also include a senior University of Michigan faculty member. Three kinds of research teams will be compared:

1. A triad including a Hampton faculty member and Michigan junior faculty member working with a Michigan senior researcher.

2. A triad with a Hampton faculty member, a Michigan graduate student, and a Michigan senior researcher.

3. A dyad made up of a Hampton faculty member and a Michigan senior researcher.

There will be three instances of each team -- nine teams in all. These teams are designed to provide support in development of methodological and theoretical skills, and to give the interpersonal support needed to maintain research effort given the inevitable problems arising in the course of a research project. Participants will be chosen on the basis of the likely value of the program in contributing to the his/her research effectiveness as judged from the applicant's description of previous training, current needs for training, and plans for continuing research.

Title of Project: Summer Institute on Advanced Study on Educational Research for Asian-Americans

Project Director: Sau-Lim Tsang
Asian American Bilingual Center
Berkeley Unified School District
2168 Shattuck Avenue, 3rd Floor
Berkeley, CA 94704
(415) 848-3199

Funding Level: $45,000

ABSTRACT

This project will establish a Summer Institute designed to: (1) strengthen continuing educational R&D efforts by Asian-American practitioners and recent Ph.D. graduates; and (2) encourage the participation of other professionals and doctoral students in this field.

Project participants -- 30 fellows who are recent Ph.D./Ed.D. graduates, advanced Ph.D./Ed.D. students involved in educational R&D, and professionals not currently engaged in educational R&D -- will attend a series of lectures and seminars focused on educational R&D from the perspectives of different academic disciplines. The seminars will be conducted by ten lecturers who are educational R&D practitioners from different institutions. In addition, persons involved with national educational policy-making will serve as guest speakers. Following the lectures and seminars, four fellows will participate in a six-week internship program designed to provide on-the job experience in educational R&D.

As a result of the Summer Institute, the Asian-American R&D practitioners and students will have an opportunity to exchange ideas on research topics and special problems and to establish communication modes and provide mutual support to each other.

Title of Project: Puerto Rican Research and Training Project

Project Director: Dalila Soto
La Casa de Puerto Rico, Inc.
96 Wadsworth Street
Hartford, Connecticut 06100
(203) 522-7296

Funding Level: $45,000

ABSTRACT

In this project, a series of tutorials, workshops, and research methodology courses will be developed to involve Hispanic professionals in educational research affecting the Hispanic community. Given the limited number of Hispanic professionals involved in educational research in the area's universities and colleges, the program seeks to create a base for Hispanic-oriented educational research in the community. La Casa de Puerto Rico, a Hispanic research, training, and advocacy organization in Hartford with six years of experience in research in education, housing, health and mental health, offers such a base for coursework, research, and utilization of research results.

The project will offer a range of research opportunities, workshops and a core methodology course to teachers, students, educational agency personnel, and experienced community education professionals. Participants will be expected to carry out research in their own work contexts relating to informational needs that will improve their service delivery and contribute to community program and research priorities in bilingual education, parent involvement in schools, career and early childhood education.

The project director will draw on the expertise of the La Casa Education Task Force and a technical advisory committee made up of community Education Task Force and a technical advisory committee made up of community representatives and researchers from area institutions of higher learning. Project participants will carry out research under an assigned mentor who will introduce the participant to his/her personal network and advocate for Hispanic student involvement at his/her university or college. Accreditation for tutorials and core methodology sequence will be arranged for participants with the University of Connecticut - School of Education. Mentors will be identified from this univerity and from Trinity College, St. Joseph's College and the University of Hartford.

In the first year of the program, ten participants will be trained through tutorials, workshops and the core methodology sequence. During the second year, the first-year participants will continue to work under mentors, while a second group of ten persons will be introduced to the program. The third year of the program will conclude the two-year cycle for the second group of ten, and will concentrate on the development of research materials for dissemination.

Title of Project: A Training Program for Minorities and Women in Research and Development of National Education Policy and Legislation

Project Director: Silas H. Abrego
John A. Carpenter
USC Doctoral Fellowship Project
School of Education
University of Southern California
Waite Phillips Hall 300/University Park
Los Angeles, California 90007
(213) 741-8154

Funding Level: $100,000

ABSTRACT

The USC Doctoral Fellowship Project is intended to produce highly skilled minorities and women in educational research and development related to national education policy and legislation. This interest is specifically related to the problem of inadequate representation of minorities and women, particularly Hispanics, in the field of education policy research and their proportionate underutilization at top levels of decision-making authority.

The project will be carried out through an internship placement of 6 to 12 months in macro-educational settings at the policy-making level and intensive theoretical training leading to a terminal degree in education.

Title of Project: Alternatives in Indian Education: Problem-Solving Skills and Policy-Making Strategies

Project Director: Myron E. Jones
Indian Education Training, Inc.
1110 Penn, N.E.
Albuquerque, New Mexico 87110
(505) 265-7957

Funding Level: $99,559

ABSTRACT

This project is intended to: (1) give Indian reservation communities a carefully researched basis for considering alternative educational measurements, approaches, and processes; (2) provide research opportunities for Indians and women in a research project that has the active support of the Indian community and meets a stated community need; and (3) provide a research dissemination system, in both the Indian and traditional research networks, that will provide a model for and encourage future research search efforts by Indians and women. In this end, the project will consider two active issues related to Indian education -- alternative measures of assessing and building on competencies, and decision-making process in an educational system.

Although research on Indian education since 1970 has been extensive, it has been almost exclusively an intramural activity within established research institutions. In contrast, this study will be carried out in participation with three Indian communities. The dissemination of project results will begin within the three participating communities and will extend to Indian education groups rarely involved in established dissemination systems.

Title of Project: Capacity Building Program Through Advanced Research Seminars for Minorities and Women

Project Director: Mike Cortez
National Council of LaRaza
Research and Legislative Analysis
1725 "Eye" Street, N.W. - Suite 210
Washington, D.C. 20006
(202) 659-1251

Funding Level: $100,000

ABSTRACT

This project is focused on the development of three separate yet interrelated intervention models geared toward the provision of opportunities for increased participation of women and minorities in advanced study and research in education. The first year of the project (that currently funded) will be devoted to a series of three three-day Advanced Research Seminars focused on: (1) quantitative skills development; (2) proposal development and funding and; (3) networking and capacity building, including dissemination and evaluation. Participants who will also be exposed to current substantive problems in the field of educational research. Other first-year activities include the establishment of an Advisory Council comprised of four professionals (including at least two women) with a background in educational research and the Chairperson of the Education Committee of the NCLR Board of Directors. The Advisory Council will act as mentors and role models for second-year project participants.